



The East Manchester
Academy



Year 9 Options

INFORMATION BOOKLET

2026



Choosing Your Key Stage 4 (KS4) Subjects

This booklet is about choosing the subjects you will study for the next two years (KS4). You will be working towards examinations that will influence important decisions about your future. The aim is to help you make the best possible start by choosing your courses carefully.

Why do I have to choose?

We offer many subjects, and there is not enough time to study all of them fully over the next two years.

How will I know which course I will need for my career?

In most cases, a broad choice of courses at this stage will keep your options open for the future. Remember, the law requires you to remain in **education or training until age 18**. This does not mean you must stay in school - you can choose **college**, an **apprenticeship**, or other approved training. It's a good idea to make a list of careers **in which you are interested** and research them.

Useful websites:

- Careerpilot – explore careers and courses: <https://www.careerpilot.org.uk/>
- National Careers Service – career advice and GCSE guidance: <https://nationalcareers.service.gov.uk/>

College course entry requirements (typical)

- **Level 3** - A levels, T Levels, vocational qualifications, Advanced Apprenticeships
Typical entry: 5–6 GCSEs at grade 4/5 or above, usually including **English and Maths**. **At least a grade 6** in any subject you wish to study at A level.
- **Level 2** - Technical/vocational qualifications, GCSEs, Intermediate Apprenticeships
Typical entry: Minimum 2 GCSEs at grade 3/4, including **English and/or Maths**.
- **Level 1** - Technical/vocational qualifications, Traineeships
Typical entry: GCSEs at grades 1–3.

Please note: exact entry requirements vary by provider and course.

Can I be sure I'll get all of my option choices?

Not always. We place subjects into **option bands** to best meet students' choices. Where clashes occur, students will need to choose again. We also require viable class sizes to run courses.

Remember:

Choose the **subjects you like and are motivated to study**, not just the teacher you like (you may have a different teacher next year). Don't choose a subject solely because your friends do—you may have different interests and career plans.

How do I make my choices?

- **Read this booklet carefully.**
- **Attend the assembly** where more information will be given.
- **Talk to subject teachers at Parents' Evening on Wednesday 11th February (4–6pm).**
Attend with your parent/carer—this is a very important event.
- **Discuss your ideas at home** with parents/carers.
- **Make your final choice in your meeting** with a member of **SLT** (Senior Leadership Team) or **MLT** (Middle Leadership Team) during the **week beginning 10th March.**

Think carefully about how you prefer to be assessed:

- **GCSE subjects** are assessed **mainly by exams** at the end of two years.
- **Vocational courses** (e.g., **BTEC**) combine **coursework and exams.**

Everyone's choices will then be **reviewed by Mr Mountain and the Senior Leadership Team.** We will do our best to ensure you have your first-choice courses. Some adjustments may be necessary in certain specialist subjects; these will be fully discussed with you and, if needed, your parents/carers. After this stage, it may be very difficult to make further changes.

Compulsory subjects (Core curriculum)

- **English**
- **Mathematics**
- **Science**
- **Core PE** (*Not examined*)
- **Personal Development** (*Not examined*)

English

Strong reading, writing, and oracy skills are essential for future success—academically, vocationally, and in everyday life.

Mathematics

Maths develops reasoning, problem solving, and numeracy. It prepares you for the world of work and is a core subject that all students must master.

Science

Science helps you understand the world around you. All students study **Combined Science** (worth two GCSEs). With strong grades and, later, the appropriate **A levels**, Science can support progression towards fields such as **Medicine, Dentistry, Biochemistry, Pharmacy**, and many more.

What can I choose?

Colleges and employers value people who:

- show good **literacy** and **numeracy**;
- understand how the world works;
- can **research, work in teams, use initiative, be creative, solve problems**, and **communicate effectively** (including using multimedia).

Subjects widely recognised for developing these skills include **History, Geography**, and a **Modern Foreign Language (e.g., Spanish)**—these are our **guided (EBacc) choices.** Vocational courses (e.g., **BTEC**) also provide a wealth of skills that employers value.

Final course availability depends on timetable compatibility and viable class sizes.

All students will make **four option choices**. The **first choice** must be **Geography, History, or Spanish**. The remaining **three choices** can be selected from the list of available subjects. In addition, all students must choose **one reserve subject** in case a course cannot run.

Courses available:

- Geography
- History
- Spanish
- BTEC Art
- Child Development
- Computer Science
- CNAT Sports Studies
- Digital information Technology
- Enterprise
- Film Studies
- Health and Social Care
- Hospitality and Catering
- Music
- Performing Arts Drama
- Performing Arts Dance
- Photography
- Religious Education
- Sociology

Examples of Career Pathways

The examples below show a range of possible career pathways and the subjects that support them.

Compulsory subjects are those that all students study.

Optional subjects are not required but may be useful or relevant for that career area.

Important note about subject choices

The career pathways shown are examples only. There are many different routes into careers, and subject choices at Key Stage 4 do not fix or limit future opportunities. Most careers focus on skills, qualifications and experience gained over time, and students can change direction later through further study, training or apprenticeships.

Medicine / Healthcare

Careers: Doctor, Nurse, Pharmacist, Midwife

Subjects:

- Compulsory: Maths, English Language, English Literature, Combined Science
- Optional: Health and Social Care, Spanish

Engineering & Technology

Careers: Civil Engineer, Software Developer, IT Technician

Subjects:

- Compulsory: Maths, English Language, Combined Science
- Optional: Computer Science, Digital Information Technology, Design-based subjects (Photography, BTEC Art)

Law & Social Sciences

Careers: Solicitor, Barrister, Social Worker

Subjects:

- Compulsory: English Language, English Literature
- Optional: History, Religious Education, Sociology, Spanish

Business & Enterprise

Careers: Accountant, Entrepreneur, Marketing Manager

Subjects:

- Compulsory: Maths, English Language
- Optional: Enterprise, Digital Information Technology, Spanish

Creative & Performing Arts

Careers: Graphic Designer, Actor, Music Producer

Subjects:

- Optional: BTEC Art, Photography, Music, Performing Arts (Drama or Dance), Film Studies

Sports & Leisure

Careers: Sports Coach, Physiotherapist, Hospitality Manager

Subjects:

- Optional: CNAT Sports Studies, Health and Social Care, Hospitality and Catering

English Language

Exam Board & Course title: AQA English

Qualification: GCSE

Paper 1 – Explorations in creative reading and writing	1 hour 45 Minutes	50%
Paper 2 – Writer’s viewpoint and perspectives	1 hour 45 Minutes	50%

Both reading and writing skills are tested.

For Section A of both language papers, you will study a range of fiction and non-fiction texts from the 19th, 20th and 21st Century. You will develop your analytical skills, particularly focusing on how writers use language and structure to achieve certain effects as well as exploring writer’s viewpoints and opinions. For Section B of both papers you will experiment with a variety of forms, such as letters, articles, speeches, stories and descriptive writing. The exam will require you to communicate your ideas clearly. You will be assessed for grammatical accuracy, structure and vocabulary. Spoken Language will be reported as a separate grade (Pass, Merit, and Distinction) but will not contribute to the result of the GCSE English Language qualification. For this element, you will be required to demonstrate the use of standard English when speaking and to express your ideas in an engaging way.

Skills you need:

- Reading
- Writing
- Listening skills
- Speaking skills
- Communication skills
- Ability to work both within a group and independently
- Thinking creatively
- Motivation

Skills you will develop:

- Reading and writing skills
- Analytical and evaluative skills
- Comparing texts
- Thinking skills
- Problem solving
- Communication skills
- Literacy
- Writing creatively

Careers

This course would enable you to study English at ‘A’ Level and then onto degree level. You need at least a Grade 5 in English Language to study A-levels in any subject but most courses/colleges will expect at least a Grade 6.

Future careers with English include teaching, journalism, law, editing, marketing, media and management.

For further information, contact Miss R. Henry, Head of English r.henry@temac.co.uk

English Literature

Exam Board & Course title: AQA English Literature

Qualification: GCSE

Paper 1 - Shakespeare and the 19th Century Novel	2 hours and 15 minutes	40%
Paper 2 – Modern texts and Poetry	2 hours and 15 minutes	60%

It is important to note that pupils are not able to take copies of the text into the exam. It is therefore essential that pupils are experts on their set texts. It would be useful for students to own a personal copy of each text.

Literature Paper One

Section A Shakespeare: students will answer one question. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

Section B The 19th-century novel: students will answer one question on the novel. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

Literature Paper Two:

Section A Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text.

Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their anthology cluster.

Section C Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

Skills you need:

- Reading and writing
- Listening skills
- Speaking skills
- Ability to work both within a group and independently
- Thinking creatively
- Motivation

Skills you will develop:

- Reading and writing skills
- Analytical and evaluative skills
- Comparative skills
- Thinking skills
- Communication skills
- Critical analysis

Careers

This course would enable you to study English at A Level and then onto degree level. Most colleges require at least a Grade 6 to study English Literature at A level.

Future careers with English include teaching, journalism, law, editing, marketing, media and management.

For further information, contact Miss R. Henry, Head of English r.henry@temac.co.uk

Mathematics

Exam Board & Course title: OCR Higher & Foundation

Qualification: GCSE

Paper 1	1 hour 30 minutes	Non Calculator Higher / Calculator Foundation
Paper 2	1 hour 30 minutes	Calculator Higher / Non Calculator Foundation
Paper 3	1 hour 30 minutes	Calculator Higher & Foundation

A linear exam is taken at the end of Year 11. Pupils will be entered for one of two tiers, Foundation or Higher. The Maths exam consists of three papers all lasting 1 hour 30 minutes. The first exam is a non-calculator and the second two exams are calculator papers. There are no controlled assessments in Mathematics. Depending on setting, students may also sit an entry-level qualification in addition to the GCSE.

Course content:

Algebraic Manipulation, Equations and Functions, Sequences and Graphs, Calculations, properties of Number, Fractions, Percentages, Ratio, Geometrical Reasoning, Measures, Area, Perimeter and Volume, Data, Averages, Range, Constructing and Interpreting Charts and Probability.

Skills you need:

- To be able to Represent Mathematical Concepts and Ideas
- To Communicate Mathematically
- To Reflect on our Mathematical Learning
- To Analyse using Mathematical Reasoning
- To Analyse using Appropriate Procedures
- To be able to Interpret and Evaluate Mathematics

Careers:

Most careers require a pass in Maths. A standard pass is a grade 4 and a good pass is a grade 5. It has been shown that pupils who go on to take 'A' Level Maths earn 20% more than pupils who do not take 'A' Level Maths. To study at A-level Mathematics, you will require at least a grade 6.

Other information:

Good attendance is vital for success in examinations. Students must complete homework on time. This provides a great opportunity to consolidate learning on key topics. It is expected that pupils have independent study skills and should use Mathswatch and other e-learning platforms such as GCSE pod to help prepare for assessments.

For further information, contact Mr Johnston, Head of Maths w.johnston@temac.co.uk

Combined Science

Exam Board & Course title: Edexcel

Qualification: GCSE

Content and assessment overview:

Subject	Paper 1	Paper 2	Time
Biology	Topic 1 – Key concepts in biology, Topic 2 – Cells and control, Topic 3 – Genetics, Topic 4 – Natural selection and genetic modification, Topic 5 – Health, disease and the development of medicines	Topic 1 – Key concepts in biology, Topic 6 – Plant structures and their functions, Topic 7 – Animal coordination, control and homeostasis, Topic 8 – Exchange and transport in animals, Topic 9 – Ecosystems and material cycles	1 hour and 10 minutes
Chemistry	Topic 1 – Key concepts in chemistry, Topic 2 – States of matter and mixtures, Topic 3 – Chemical changes, Topic 4 – Extracting metals and equilibria	Topic 1 – Key concepts in chemistry, Topic 6 – Groups in the periodic table, Topic 7 – Rates of reaction and energy changes, Topic 8 – Fuels and Earth science	1 hour and 10 minutes
Physics	Topic 1 – Key concepts of physics, Topic 2 – Motion and forces, Topic 3 – Conservation of energy, Topic 4 – Waves, Topic 5 – Light and the electromagnetic spectrum, Topic 6 – Radioactivity	Topic 1 – Key concepts of physics, Topic 8 – Energy - Forces doing work, Topic 9 – Forces and their effects, Topic 10 – Electricity and circuits, Topic 12 – Magnetism and the motor effect, Topic 13 – Electromagnetic induction, Topic 14 – Particle model, Topic 15 – Forces and matter	1 hour and 10 minutes

Skills you need:

The GCSE in Combined Science requires students to develop the skills, knowledge and understanding of working scientifically. Working scientifically will be assessed through examination and the completion the eight Core practicals.

Future study

To study at A-level Science, you will require at least a Grade 66 in Combined science.

Careers

This is a compulsory core subject that helps students develop analytical thinking skills for a profession requiring a logical thought process. The potential careers this can lead to are: Bio-chemistry, Medicine, Dentistry, Optometry, Pharmacy, Teaching, Forensics, Engineering, Computer programming as well as numerous other areas of Biology, Chemistry and Physics.

For more information, please contact Mr Dewhurst, Head of Science; m.dewhurst@temac.co.uk

Geography

Number of Exams – 3

Controlled Assessments – 0

Exam Board – AQA

Unit Titles	Content	
Living with the Physical Environment	<ul style="list-style-type: none"> • The Challenge of Natural Hazards • The Living World • Physical Landscapes in the UK • Written Exam: 1 hour 30 minutes 	35%
Challenges in the Human Environment	<ul style="list-style-type: none"> • Urban Issues and Challenges • The Changing Economic World • The Challenge of Resource Management • Written Exam: 1 hour 30 minutes. 	35%
Geographical Applications	<ul style="list-style-type: none"> • Issue Evaluation • Fieldwork – 2 Geographical Enquiries • Written exam: 1 hour 15 minutes. 	30%

Geography GCSE is designed to develop and extend skills, concepts and themes studied at Key Stage 3. The units studied cover a range of themes from both physical and human geography and investigates the links between them. You will undertake two fieldwork investigations in contrasting environments, to show an understanding of both physical and human geography. You will explore a range of examples and case studies in the United Kingdom, low income countries and high income countries which will give you a deep knowledge and understanding of the world you live in and the factors that continue to shape it.

Who is this course suitable for?

Geography promotes a lifelong interest and fascination in how the world works. It is suitable for students who want to study the features of the earth such as earthquakes and tropical storm and gain an appreciation of the social, economic and physical processes which shape and change our urban world. In Geography, there are opportunities to learn new skills such as GIS, map skills, interpreting photographs, presenting, and problem solving. Additionally, you will be given the opportunity to undertake geography fieldwork to gain real life experience as a geographer. You will also make practical use of your numeracy skills when you interpret data and construct graphs.

Geography complements studies in Maths and Science.

Careers:

Students who study Geography develop a range of skills that are required for further study and in the work place. They include; Leisure, Travel & Tourism, Meteorology, Social Services, Business & Finance, Management, Scientific Service, Environmental Management, Planning, Surveying and many more.

For further information, contact Miss Lloyd; j.lloyd2@temac.co.uk

History

Number of Exams – 3

Controlled Assessments – 0

Exam Board – Pearson

Unit Titles	Content	
Paper 1 -Thematic study and historic environment	Crime and punishment in Britain, c1000–present and Whitechapel, c1870–c1900: crime, policing and the inner city	30%
Paper 2 – British Depth Study	Anglo-Saxon and Norman England c1060- c1088	20%
Paper 2 – Period Study	The American West c1835 - c1895	20%
Paper 3 – Modern Depth Study	Weimar and Nazi Germany c1918-c1939	30%

History is the story of how we have got to where we are today. It allows you to make links with the past and predict the future. This course consists of four different units to be studied for three exams. From understanding the lives of the Indigenous American Indians to the rise of Adolf Hitler. From life as a Norman soldier to the history of East London. From tortuous medieval punishments to life in a prison cell – GCSE History has it all!

A GCSE in History is widely recognised as a sure foundation for many employment opportunities. It will prepare you for later studies by improving skills including: the use of evidence, the formation of judgements, independent research, the recognition of bias and the analysis of sources - all of which will help you with further studies.

As part of the course, we will visit London to undertake visits to the historic environments of Whitechapel and the Tower of London.

Who is this course suitable for?

It is suitable for any student who is interested in the people that have changed the way we live and the events that have shaped the planet. History is ideal for students that can look at arguments from different angles to understand the nuances to realise that the past is not 'black and white'. History is perfect for those that do not like being told what they have to believe, but instead want to find out for themselves.

History complements studies in Religious Studies, Sociology and English.

Careers:

People with qualifications in History, and the life skills that it develops, are in most major professions – Health, Teaching, Local and National Government and Broadcasting.

Many students enter jobs with obvious History connections, such as Law, Journalism, Tourism, Politics, Archaeology, Marketing, Sales, Retail, the Armed Forces and Business Management, to name just a few.

For further information, contact Mr Jones, g.jones@temac.co.uk

Spanish

Number of Exams – 4

Controlled Assessments – 0

Exam Board – Pearson (Edexcel)

Themes of study:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

family	friends	relationships	equality
physical well-being	mental well-being	food and drink	sports
places in town	shopping	transport	the natural world
environmental issues	social media and gaming	future opportunities (e.g. work, travel)	school
music	TV and film	accommodation	tourist attractions

Unit Titles	Content	
Unit 1: Speaking	<ul style="list-style-type: none"> • A reading aloud task You will be able to practice this before the assessment begins. • A transactional role play The role play tasks are all set in real-life situations like buying things, going to the doctors, booking hotels etc, so they should be useful to you in the wider world beyond the exam. • A picture description and follow on conversation. You'll be given a choice of thematic context a few weeks in advance for the picture and conversation so you can be prepared and feel confident 	25%
Unit 2: Listening and understanding	<ul style="list-style-type: none"> • 5 minutes reading time at the start of the paper. • Section A: Listening - multiple-choice, multiple-response and short-answer open response questions. All questions set in English. • Section B: Dictation • Each extract will be played 3 times so that you can listen, respond and then check. • The extract will be spoken at a moderate pace and there will be gaps built in to give you time to answer. 	25%
Unit 3: Reading and Understanding	<ul style="list-style-type: none"> • Section A: Reading - multiple-choice, multiple-response and short-answer open response questions. All questions set in English. • Section B: Translation into English • There will be some pictures and glossed words (proper nouns like place names) to help you understand cultural topics. • Instructions are all in English, so you'll always know what is expected of you. 	25%

Unit 4: Writing	<ul style="list-style-type: none"> • Picture description task (foundation only) • Two open response writing tasks <ul style="list-style-type: none"> • Foundation - 40-50 words & 80-90 words. • Higher = 80-90 words and 130-150 words • You have a choice of two for each so you can pick the one you feel more confident with. • Translation into Spanish <ul style="list-style-type: none"> • Foundation - 5 sentences • Higher - a short paragraph 	25%
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Spanish at TEMA: Developing a passion for languages which opens your mind and opens your world to new and exciting opportunities and experiences.

The East Manchester Academy's Spanish curriculum is designed to explore the relevance of Spanish in the modern world and to encourage students to communicate confidently in a foreign language. Students should recognise the purpose and value of using Spanish in their worlds and as a result, we engineer opportunities for students to communicate in real life scenarios, showing them how they could use Spanish in their own lives.

Students will discover the wonders of the Spanish speaking world and they will be able to give an account of what is known to them – their family, their city, their school, their holidays. They will also be able to discuss social and environmental issues and make plans for their futures including work and study ambitions and plans for travel and cultural exploration.

Through our knowledge-rich languages curriculum, we equip pupils with the skills to become lifelong language learners and adaptable global citizens.

Who is this course suitable for?

Students who:

- Like subjects that are **useful in real life**
- Want a GCSE that helps them **stand out to colleges, universities and employers**
- Are interested in **travel, careers abroad or global opportunities**
- Enjoy **talking, sharing ideas and learning new skills**
- Want to build **confidence in speaking and listening**
- Are curious about **other countries, cultures and lifestyles**

Careers

Languages are attractive to all business, colleges and universities and can really help you stand out in the crowd of other applicants – two thirds of businesses in the UK agree that we need to improve our languages skills to be successful as a globally open trading nation. **A report by the British Council in 2017 identified Spanish as the most language for the future of the United Kingdom.** According to the latest census there are 4,000 Spanish speakers in Manchester.

Languages truly open a variety of exciting opportunities and can be used in almost all careers.

Specific language related careers include jobs in travel and tourism, translating, interpreting, and teaching. Often languages graduates find themselves working in a variety of industries such as sport, journalism, law, business, medicine, technology, and logistics. Many companies have global links with Europe and South and Central America and look to employ staff who can speak foreign languages, particularly Spanish.

For more information, contact Mr Eyres, Head of MFL; j.eyres@temac.co.uk

BTEC Art and Design Practice

Number of Exams – 1

Controlled Assessments – 1

Exam Board – Pearson

Unit Titles	Content	
Component 1	Pearson Set Assignment – Internally Assessed. A physical portfolio is submitted for C1 in response to the brief. You will have the chance to explore practitioners, generate ideas, experiment with materials, equipment and tools. Produce a variety of outcomes, including a final piece.	60%
Component 2	Pearson Set Assignment – Externally moderated. A digital portfolio is submitted for C2 in response to the brief. You will have the chance to explore practitioners, generate ideas, experiment with materials, equipment and tools. Produce a variety of outcomes, including a final piece.	40%

The main aim of the course is to develop your artistic skills and your ability to understand how artists work. We want to give you as many opportunities as possible to succeed and to get the most out of the course. We provide workshops to cover a wide range of skills using materials and techniques that are exciting and teach you how to work with them in different ways to create interesting outcomes. The course covers all aspects of Art and you will study areas such as observational drawing, painting, ceramics, printmaking, textiles, mixed media, and digital imagery. We encourage you to develop your own ideas, to start thinking for yourself and to express your personality in your work. You will also engage with the work of historical and contemporary artists.

Who is this course suitable for?

BTEC Art and Design is an excellent opportunity for pupils to create art work with in independent and individual approach. If you want to go into an Art related career when you are older, or if you are just interested in Art and Design and enjoy expressing yourself in creative and practical ways, then this course could be for you.

Careers

Studying Art will enable you to make the progression onto an AS and A Level course in Art and Design. If you think you want a future career in the creative industries, then Art is a must for you.

Career opportunities include, but not limited to:

- Fine Artist
- Graphic Designer
- Fashion Designer
- Textile pattern maker
- Illustrator for books/magazines
- Architect
- Advertising, including digital marketing and web design
- Interior designer
- Props and set designer
- 3D model maker for TV

For more information, contact Mr Berne, Head of Technologies; s.berne@temac.co.uk

Child Development

Number of Exams – 1

Coursework Tasks – 2

Exam Board – OCR Cambridge National Diploma

Unit Titles	Content	
Written Exam	R018: Health and well-being for child development	40%
Coursework Assessment 1	R019: Understand the equipment and nutritional needs of children from birth to five years	30%
Coursework Assessment 2	R020: Understand the development of a child from birth to five years	30%

Content overview

There are three mandatory units:

R018: Health and well-being for child development

This unit provides an overview of the roles and responsibilities of parenthood, from pre-conception through antenatal to postnatal care. Students develop an appreciation of the importance of creating the best conditions for a child to thrive.

R019: Understand the equipment and nutritional needs of children from birth to five year

Students learn about the range of equipment and nutritional and hygiene requirements of children from birth to five years, and they demonstrate in a practical activity how these needs are met to promote a child's development and well-being.

R020: Understand the development of a child from birth to five years

Students investigate the developmental norms of children from birth to five years and develop an understanding of the impact of play on the developmental norms. They apply and demonstrate their knowledge and understanding through practical activities

Who is this course suitable for?

Students need to have good time management skills and be able to work independently to meet internal assessment requirements of the course.

- The course is designed to stand alone and so no prior knowledge is needed.
- Students will be expected to have good organisational skills and study skills.

This course is particularly suitable for students who wish to study more vocational courses.

Careers

If you achieve a Level 2 qualification you could progress onto Vocational Level 3.

The understanding of children, health, social care and safety will give students who undertake this course knowledge and skills to work in many public sector services. Equally students who are successful in this course go on to have careers in psychology, sociology and a range other of careers in many sectors.

For further information, contact Ms Johnston; l.johnston@temac.co.uk

Computer Science

Number of Exams – 2

Exam Board – OCR

Unit Titles	Content	
Component 01 – Computer Systems	In this unit students will learn a range of computer science theory including systems architecture; memory; storage; wired and wireless networks; network topologies, protocols and layers; system security; system software; and legal, ethical and environmental concerns.	50 %
Component 02 – Computational Thinking, Algorithms and Programming	In this unit students will learn a range of programming skills including: algorithms; programming techniques; producing robust programs; computational logic; translators and facilities of languages; and data representation.	50%

The specification provides progression from Key Stage 3 studies by building on the knowledge and skills taught and will provide excellent progression to 'A' level Computer Science, vocational courses and on to degree level courses in the areas of Computer Science, Engineering, Maths and Physics.

Who is this course suitable for?

This course is for pupils who want to explore how computers work, develop computational thinking and learn programming skills. It is specifically designed for those pupils who are interested in computers and finding out more about how they work. It is a great entry point for job roles such as software developer, web developer, systems analyst and many more. It is a challenging course and pupils should have confidence in their mathematic ability and problem-solving skills. Please also see our alternative course; **Digital Information Technology**.

Careers

With Computer Science continuing to have a growing importance there will be a bigger demand for professionals who are qualified in this area. If students want to go on to higher study and employment in the field of Computer Science, they will find that this course provides a superb stepping stone.

For further information, contact Mr Berne, Head of Technologies; s.berne@temac.co.uk

CNAT Sport Studies

Number of Exams – 1

Controlled Assessments – 2

Exam Board – OCR

Unit Titles	Content	
Sport Studies Mandatory Unit R184: Contemporary issues in sport	Written paper (Externally assessed) - 1 hour 15 minutes – 70 marks (70 UMS) Learners will explore a range of topical and contemporary issues in sport, relating to participation levels and barriers, the promotion of values and ethical behaviour through sport and the role of high-profile sporting events and national governing bodies in sport	35%
Sport Studies Mandatory Unit R185: Developing sports skills	Centre assessed tasks - 80 marks (80 UMS) Learners will develop their skills, techniques and use of tactics/strategies/compositional ideas in both an individual and a team sporting activity, as well as their understanding of the rules to allow them to act in a number of officiating roles within an activity.	40%
Sport Studies Unit R186: Sport and Media	Centre assessed tasks - 60 marks (60 UMS) Learners will develop their knowledge and understanding of the relationship between sport and the media as well as their ability to evaluate and interpret the different ways in which sports items may be represented by the media.	25%

Students will be taught a mixture of theory and practical sessions. Students will experience a variety of practical activities in lessons and will be assessed on three coursework modules and one written exam. All theory content will be covered in lessons with homeworks being completed to consolidate understanding and links to physical activities.

Who is this course suitable for?

Students who prefer coursework assessments.

Students who are interested in a sporting or scientific career path.

Careers

You would be able to pursue a career in; PE teaching, Coaching, The National Governing Body sports development in specific sports, Sports media/journalist, Nutritionist, Physiotherapist, Sports Science, Sports Development Management, PE Technicians, Competition Managers, Leisure Centre Manager, Fitness Instructors, Event Organiser and as a Competitor.

For more information, contact Mr Hamilton, Head of PE; c.hamilton@temac.co.uk

Vocational Digital Information Technology

Number of Exams – 1

Controlled Assessments – 2

Exam Board – Pearson

Unit Titles	Content	
Component 01 – Exploring User Interface Design Principles and Project Planning Techniques	Learners will develop their understanding of what makes an effective user interface and how to effectively manage a project. They will use this understanding to plan, design and create a user interface.	Coursework (30 %)
Component 02 – Collecting, Presenting and Interpreting Data	Learners will understand the characteristics of data and information and how they help organisations in decision making. They will use data manipulation methods to create a dashboard to present and draw conclusions from information.	Coursework (30 %)
Component 03 – Effective Digital Working Practices	Learners will explore how organisations use digital systems and the wider implications associated with their use.	Exam (40 %)

The course gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment, including:
development of key skills that prove their aptitude in digital information technology, such as project planning, designing and creating user interfaces, creating dashboards to present and interpret data. Processes that underpin effective ways of working, such as project planning, the iterative design process, cyber security, virtual teams, apps development, legal and ethical codes of conduct.

Who is this course suitable for?

This exciting new Vocational Tech Award in Digital Information Technology is for learners who wish to acquire knowledge and technical skills through vocational contexts by studying the knowledge, understanding and skills related to data management, data interpretation, data presentation and data protection as part of their careers.

Careers:

Learners who generally achieve a Level 2 across their Key Stage 4, might consider progression to A-Levels as preparation for entry to higher education in a range of subjects. Alternatively, you may wish to study a vocational qualification at Level 3, such as a Vocational National in IT, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the digital sector which is a highly attractive area of employment.

For further information, contact Mr Berne, Head of Technologies; s.berne@temac.co.uk

Vocational Business Enterprise

Number of Exams 1

Controlled Assessments – 2

Exam Board – Pearson

Unit Title		
Component 1	Exploring Enterprises (internally assessed)	30%
Component 2	Planning for and pitching an enterprise activity (internally assessed)	30%
Component 3	Promotion and finance for business (external exam)	40%

Technical Award in Enterprise helps students to gain a thorough understanding of the dynamics of business activity.

The course provides students with a sound basis for candidates to progress either directly to employment or to proceed to further qualifications, such as A Level Business.

Who is this course suitable for?

40% of the course is assessed through exams, so students need to be good at recalling information in exam conditions. Students need to have good time management skills and be able to work independently to meet internal assessment requirements of the course. The problem-solving nature of the course would certainly help students who wish to go on to higher education but the course would be equally suitable for students wanting to work in the Business sector.

- The course is designed to stand alone and so no prior knowledge is needed.
- Students will be expected to have good organisational skills and study skills.

Careers

If you achieve a Level 2 qualification you could progress onto A-levels or a Vocational Level 3.

Whatever career path you choose in the future, you will be working in a business – whether that ‘business’ is a solicitor’s firm, theatre company, hospital, insurance company, pharmacy or a vet. All of these businesses will have to consider business concepts and ideas, and this subject will give you an understanding of business.

For further information, contact Mr Berne, Head of Technologies; s.berne@temac.co.uk

Film Studies

Number of Exams – 2

Controlled Assessments – 1

Exam Board – EDUQAS WJEC

Unit Titles	Content	
Component 1	This component assesses knowledge and understanding of three US films chosen from a range of options. Assessment consists of four questions on one pair of US mainstream films and one US independent film	35%
Component 2	This component assesses knowledge and understanding of three global films produced outside the us chosen from a range of options.	35%
Component 3	This component assesses the ability to apply knowledge and understanding of film to a production and its accompanying evaluative analysis. Learners will produce their own film and write an evaluation of their work.	30%

Learners will develop their knowledge of US mainstream film by studying one film from the 1950s and one film from the later 70s and 80s, thus looking at two stages in Hollywood's development. In addition, they will be studying more recent films – a US independent film as well as films from Europe, including the UK, South Africa and Australia. Production is an important part of this specification and is integral to learners' study of film. Studying a diverse range of films from several different contexts is designed to give learners the opportunity to apply their knowledge and understanding of how films are constructed to their own filmmaking and screenwriting. This is intended to support learners in producing creative films and screenplays as well as enable their production work to provide an informed filmmaker's perspective on their own study of film.

Who is this course suitable for?

This course is suitable for students who enjoy creatively exploring a variety of topics, genres and styles within Film. If you are someone who is interested in creating your own films and understanding the creative process behind film then you will succeed in this demanding subject.

Careers:

This GCSE will lead to a variety of other qualifications including; Film Studies or Media Studies A-Level, as well as BTEC and other qualifications. This qualification will enhance students' progression in English Language & Literature GCSE /A-Level. GCSE Film Studies will allow students to follow a career path in many areas in the media both practical and theoretical. From technicians, make-up artists and directors to writers, journalists and presenters – the UK has one of the largest media & film industries in the world. The possibilities are endless!

For more information, contact Mr. Crawshaw, Teacher of Film Studies; a.crawshaw@temac.co.uk

Health and Social Care

Number of Exams – 1

Controlled Assessments – 3

Exam Board - OCR

Unit Titles	Content	
R032: Principles of care in health and social care settings	<p>Written paper (Externally assessed) - 1 hour 15 minute – 70 marks (80 UMS)</p> <p>Students learn about the key topics that are important when caring for and protecting people in health and social care.</p> <p>Topics include:</p> <ul style="list-style-type: none"> o Topic Area 1 The rights of service users in health and social care settings o Topic Area 2 Person-centred values o Topic Area 3 Effective communication in health and social care settings o Topic Area 4 Protecting service users and service pro 	25%
R033: Supporting individuals through life events	<p>Centre assessed tasks - 60 marks (60 UMS)</p> <p>Students learn about growth and development through the life stages, how to understand the needs of individuals who have been affected by life events, and how to recommend support to meet their needs.</p> <p>Topics include:</p> <ul style="list-style-type: none"> o Topic Area 1 Life stages o Topic Area 2 Impacts of life events o Topic Area 3 Sources of support 	25%
R035: Health promotion campaigns	<p>Centre assessed tasks - 60 marks (60 UMS)</p> <p>Students will explore health promotion campaigns and learn about their benefits to society. They will also plan and deliver their own health promotion campaign.</p> <p>Topics include:</p> <ul style="list-style-type: none"> o Topic Area 1 Current public health issues and the impact on society o Topic Area 2 Factors influencing health o Topic Area 3 Plan and create a health promotion campaign o Topic Area 4 Deliver and evaluate a health promotion campaign 	25%

Students will be taught theory and practical sessions. Students will be assessed on two coursework modules and one written exam. All theory content will be covered in lessons with homework's being completed to consolidate understanding.

Who is this course suitable for?

Students who prefer coursework assessments.

Students who want to know more about the role the sector plays in the health, well-being and care of individuals across all age ranges.

Careers

Occupational therapist, Care worker, Rehab worker, Counsellor, Health psychologist, Social worker, Health visitor.

For more information, contact Mr Hamilton, Head of PE; c.hamilton@temac.co.uk

Hospitality & Catering L1/2

Number of Exams – 1

Assessments – 1

Exam Board - EDUQAS

Unit Titles	Content	
Unit 1: The Hospitality and Catering Industry	Grading: Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction	Online Examination 40%
Unit 2: Hospitality and Catering in Action	This involves you completing a piece of controlled assessment in school under examination conditions. You will be set a task by the exam board and will have to safely plan, prepare, cook and present dishes to satisfy the task. Grading: Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction	Coursework 60%

This course concentrates on the hospitality and catering industry. You will develop the knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to consider to be successful. You will have the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, you will also develop food preparation and cooking skills as well as transferable skills of problem solving, organisation and time.

You will learn about:

Safe and hygienic preparation of the cooking environment, the sources and seasonality that can affect food choices and cooking for a range of purposes.

You will develop skills:

In creating menus to meet a brief
In selecting ingredients to cook dishes
In adapting recipes for health and specific dietary needs.

Who is this course suitable for?

This course is suitable for anyone who is interested in the food we eat and its links to health, those who enjoy working with food and are interested in finding out about new foods and how foods are produced, prepared and cooked as well as links to the Catering Industry, then this is the course for you!

Careers

Chef, sports science, dietician, food journalism, product development, home economist, events management, hospitality, front of house, conference management, buyer, production manager, public relations, hygiene control, National Health Service, health promotion, technical management, food quality, food preparation, retail, and restaurateurs.

For further information, contact Mr Berne, Head of Technologies; s.berne@temac.co.uk

Music

Number of Exams – 1

Controlled Assessments – 2

Exam Board – BTEC Pearson

Unit Titles	Content	
Component 1: Exploring Music Products and Styles	Learners will explore the techniques used in the creation of different musical products and investigate the key features of different musical styles.	Coursework 30%
Component 2: Music Skills Development	Learners will have the opportunity to develop two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further improvement.	Coursework 30%
Component 3: Controlled Assessment	Learners will be given the opportunity to develop and present music in response to a given music brief.	Coursework 40%

The Pearson BTEC Level 1/Level 2 Tech Award in Music Practice (603/7055/5) is for learners who want to acquire sector-specific applied knowledge and technical skills through vocational contexts by studying and developing their musical skills and techniques, and by responding to a music industry brief as part of their Key Stage 4 learning. The qualification enables learners to develop their skills, such as using musical elements, music creation, performance and music production, using realistic vocational contexts, and their personal skills, such as self-development, responding to a brief, planning and time management through a practical and skills-based approach to learning and assessment. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden learners' experience and understanding of the varied progression options available to them

Who is this course suitable for?

This course is suitable for students who enjoy creatively exploring a variety of topics, genres and styles of music. If you are a person who enjoys working as a team and contributing ideas to shape performance work you will succeed in this demanding yet very enjoyable subject.

Careers:

The music industry plays a vital role in the UK economy, contributing billions of pounds each year through record sales, streaming, live performances, and music-related tourism. It supports thousands of jobs across a wide range of sectors, including artists, producers, sound engineers, venue staff, marketers, and event organisers. The industry also boosts local economies by attracting visitors to concerts, festivals, and cultural landmarks, increasing spending on transport, hospitality, and retail. Beyond its direct financial impact, the UK music industry strengthens the country's global reputation by exporting world-renowned talent and creative content, helping to promote British culture internationally. Music shows you have important qualities that ALL employers and colleges are looking for such as self-discipline, organisation skills, and the ability to work in a team. It can lead into many different fields, including Level 3 Qualifications, A-Level music, Degree courses & Teaching music.

For further information, contact Mr Berne, Head of Technologies; s.berne@temac.co.uk

Performing Arts Dance

Number of Exams – 1

Controlled Assessments – 2

Exam Board – BTEC Pearson

Unit Titles	Content	
Component 1: Exploring the Performing Arts	Learners will develop their understanding of the performing arts by examining the work of performing arts professionals and the processes used to create performance. Learners will study 3 contrasting Dance repertoires and complete a final project based on one of the works.	Course work 30%
Component 2: Developing Skills and Techniques in the Performing Arts	Learners will develop their dance skills and techniques through the reproduction of a professional dance repertoire.	Course work 30%
Component 3: Responding to a Brief	Task set and marked by Pearson completed under supervised conditions. Learners will be given the set task in January, 12 weeks before the supervised assessment period, in order to carry out the development of creative ideas and rehearsal for the workshop performance. The set task will be completed in 3 hours within the period timetabled by Pearson. 60 marks	Exam 40%

The Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts (603/7054/3) is for learners who want to acquire sector-specific applied knowledge and skills through vocational contexts by studying professionals' work and processes used, the skills and techniques used in different roles, and how to contribute to the creation of a performance in a Dance role. The qualification enables learners to develop their sector-specific skills, such as refining work and applying skills for a performance using realistic vocational contexts, and personal skills, such as working with others, working to deadlines, and responding to feedback through a practical and skills-based approach to learning and assessment. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden learners' experience and understanding of the varied progression options available to them

Who is this course suitable for?

This is a predominantly practical course that will inspire and develop your creativity. The course will equip you with skills that can either be transferred to any future career or specifically to a career in performing arts. If you are a person who enjoys working as a team and contributing ideas to shape performance work you will succeed in this demanding yet very enjoyable subject.

Careers:

The performing arts are a major part of the creative and cultural industries in the UK, which in 2017–2018 were growing at over five times the rate of the wider UK economy, contributing £111.7 billion a year to the economy. There were more than 9,000 enterprises in the performing arts industry in 2018, and in 2019 more than 82,000 people working in a wide range of roles from performers to designers and choreographers. The skills developed through the study of performing arts are integral to roles across the creative industry, including film and TV, theatre, games and social platforms.

For further information, contact Mr Berne, Head of Technologies; s.berne@temac.co.uk

Performing Arts Drama

Number of Exams – 1

Controlled Assessments – 2

Exam Board – BTEC Pearson

Unit Titles	Content	
Component 1: Exploring the Performing Arts	Learners will develop their understanding of the performing arts by examining the work of performing arts professionals and the processes used to create performance. Learners will study 3 contrasting Drama works and complete a final project based on one of the works.	Course work 30%
Component 2: Developing Skills and Techniques in the Performing Arts	Learners will develop their acting skills and techniques through the reproduction of repertoire as performer.	Course work 30%
Component 3: Responding to a Brief	Task set and marked by Pearson completed under supervised conditions. Learners will be given the set task in January, 12 weeks before the supervised assessment period, in order to carry out the development of creative ideas and rehearsal for the workshop performance. The set task will be completed in 3 hours within the period timetabled by Pearson. 60 marks	Exam 40%

The Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts (603/7054/3) is for learners who want to acquire sector-specific applied knowledge and skills through vocational contexts by studying professionals' work and processes used, the skills and techniques used in different roles, and how to contribute to the creation of a performance in a acting role. The qualification enables learners to develop their sector-specific skills, such as refining work and applying skills for a performance using realistic vocational contexts, and personal skills, such as working with others, working to deadlines, and responding to feedback through a practical and skills-based approach to learning and assessment. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden learners' experience and understanding of the varied progression options available to them

Who is this course suitable for?

The course will equip you with skills that can either be transferred to any future career or specifically to a career in performing arts. If you are a person who enjoys working as a team and contributing ideas to shape performance work you will succeed in this demanding yet very enjoyable subject.

Careers:

Drama is the perfect subject to develop public speaking skills; it develops students' confidence when presenting all kinds of information to a listening audience. Possible career opportunities or links to specific professions are: Lawyer (Presenting in court), Social Work or Psychology, Events Manager, Teacher, Actor, Dancer, Theatre Technician, Presenter or Marketing.

For further information, contact Mr Berne, Head of Technologies; s.berne@temac.co.uk

Photography

Number of Exams – 1

Controlled Assessments – 1

Exam Board – AQA

Unit Titles	Content	
Coursework	A collection of work covering 2 or more projects	60%
Externally Set Task	A number of questions are provided from the exam board, you will choose one. You will have approximately 10 weeks of preparation time and will complete 10 hours of controlled assessment.	40%

You will be introduced to a variety of experiences exploring a range of techniques and processes, including both traditional and new technologies. You will work in one or more areas of lens-based and light-based media such as those listed below.

- Portraiture
- Landscape photography (working from the built or natural environment).
- Still Life photography, (working from natural or manufactured objects).
- Documentary photography, photo journalism, narrative photography
- light painting photography
- Photography involving movement and shutter speed
- New media practice such as computer manipulated photography and animated gifs.
- Photoshop based editing techniques and process which are used throughout the whole of the photography course

You will produce a portfolio of work throughout the course culminating in a 10 hour controlled assessment test which is assessed to the AQA GCSE photography criteria. Students will be expected to demonstrate skills and techniques within the use of photography.

Who is this course suitable for?

The course is suitable for students who have a genuine interest in photography. If you look at the world with a creative eye, and are committed and hardworking, then you'll find this course to be practical, creative and fun. GCSE photography is certainly not an easy option, it will demand an investment in your time and a great deal of independent work outside of school. If you want to work within the area of photography when you are older, or you are interested in Art & Design and want to record in an alternative way to drawing, then this is the course for you.

Careers

Studying GCSE Photography will enable you to make the progression onto an AS and A Level course in Photography or Art and Design. Photography, Graphic Design or Creative Imaging, visual arts, film and cinematography.

Career opportunities include, but not limited to:

- Advertising art director
- Film/video editor
- Graphic designer
- Magazine features editor
- Medical illustrator
- Photographer
- Press photographer
- Television camera operator

For further information, contact Mr Berne, Head of Technologies; s.berne@temac.co.uk

Religious Studies

Number of Exams – 2

Controlled Assessments – 0

Exam Boards - AQA

Unit Titles	Content	
Paper 1 - The study of religions: beliefs, teachings and practices	<ul style="list-style-type: none"> • Christianity: Beliefs and Teachings • Christianity: Practices • Islam: Beliefs and Teachings • Islam: Practices 	50%
Paper 2 – Thematic studies	<ul style="list-style-type: none"> • Relationships and families • Religion and life • Religion, peace and conflict • Religion, crime and punishment 	50%

AQA GCSE Religious Studies will also prepare you for life in a diverse world, where you will need to understand different beliefs and attitudes and respond to these appropriately.

This course consists of two exams which allow for both an in-depth study of the beliefs and practices of Christians and Muslims, and investigation into attitudes towards different ethical issues, including dilemmas surrounding euthanasia, abortion, the death penalty and sexual relationships.

GCSE in Religious Studies will prepare you for the future by improving skills including explanation of ideas, evaluation, and comparison, as well as an appreciation for different worldviews.

Who is this course suitable for?

Religious Studies is suitable for any student that is interested in people and their views, as well as the ways that society functions. If you have a religious background, you will find the course particularly easy, but it is accessible for all backgrounds.

Religious Studies is ideal for students that can look at arguments from different angles and who realise that it is important to recognise these differences in belief in our diverse society. It allows pupils to explore their own beliefs as well as considering different responses to the big issues we face in the modern world and the values that we uphold through spiritual, moral, social and cultural experiences. It involves many opportunities to discuss and debate, improving your oracy skills.

The course is widely regarded for being accessible and question stems remain consistent to make it easier to understand how to answer exam questions. It complements studies in History, Sociology and English.

Careers

People with qualifications in Religious Studies are in most major professions: teaching, local and national government, media, politics, law and healthcare. Many students go on to follow degree courses in a wide range of subjects, including law, history, politics, journalism, media, to name just a few.

For further information, contact Miss Carr-Brown, Head of Humanities; h.carr-brown@temac.co.uk

Sociology

Number of Exams – 2

Controlled Assessments – 0

Exam Board – AQA

Unit Titles	Content	
Paper 1 – The Sociology of Families and Education	<ul style="list-style-type: none"> • Families • Education • Relevant Theories • Relevant Research Methods 	50%
Paper 2 – The Sociology of Crime and Deviance and Social Stratification	<ul style="list-style-type: none"> • Crime and Deviance • Social Stratification • Relevant Theories • Relevant Research Methods 	50%

Content Overview

GCSE Sociology is an introduction to the study of society. We ask and try to answer a wide variety of questions and people often disagree about the answers. Here are some of the questions we ask:

Why are people the way they are? Why are some rich, some poor?

Why do girls achieve more than boys?

Why are males more likely to be in prison than females?

Why are black people more likely to be arrested than white or Asian people?

Why are males more likely to be aggressive whilst females more likely to go into caring jobs?

Who tells us how to behave?

Who can force us to behave in certain ways?

What happens to us if we don't behave how we are supposed to?

Who decides what is right and wrong in society? Does this affect us equally?

Who is this course suitable for?

Students interested in contemporary social issues and what influences our behaviour. It involves the study of sociological case studies and therefore is most suitable for students who are working towards Grade 5 and above in English.

100% of the course is assessed through exams, so students need to be good at recalling information in exam conditions.

The course complements studies in History, Religious Studies and English.

Careers:

Students of Sociology go into a variety of careers and studying it at GCSE Level will equip you well.

Careers include: Law, Media, Journalism, Teaching, Marketing, Business, PR, Civil Service, Social Work and the Caring Professions, to name a few.

For further information, contact Miss Carr-Brown, Head of Humanities; h.carr-brown@temac.co.uk

Useful Contacts

Mr Mountain Assistant Headteacher – Achievement i.mountain@temac.co.uk

Mr Elms Head of Year 9 d.elms@temac.co.uk

Mrs Gorey Head of English r.gorey@temac.co.uk

Mr Johnston Head of Maths w.johnston@temac.co.uk

Mr Dewhurst Head of Science m.dewhurst@temac.co.uk

Mr Eyres Head of MFL j.eyres@temac.co.uk

Miss Carr- Brown Head of Humanities h.carr-brown@temac.co.uk

Mr Berne Head of Technologies s.berne@temac.co.uk

Mr Hamilton Head of P.E. c.hamilton@temac.co.uk

Our Vision

“We will equip all students with the skills, abilities, attributes and qualifications to pursue a fulfilling career, contribute positively to their communities and be active, global citizens.”

Reach Values

RESPECT	We show respect for all other people and recognise our common humanity.
EQUALITY	We ensure all members of our community are treated equitably.
AMBITION	We expect the best from ourselves. We have ambition and will not let ourselves be limited.
CARE	We show empathy and kindness to others.
HARD WORK	We are prepared to work hard to achieve our dreams.





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